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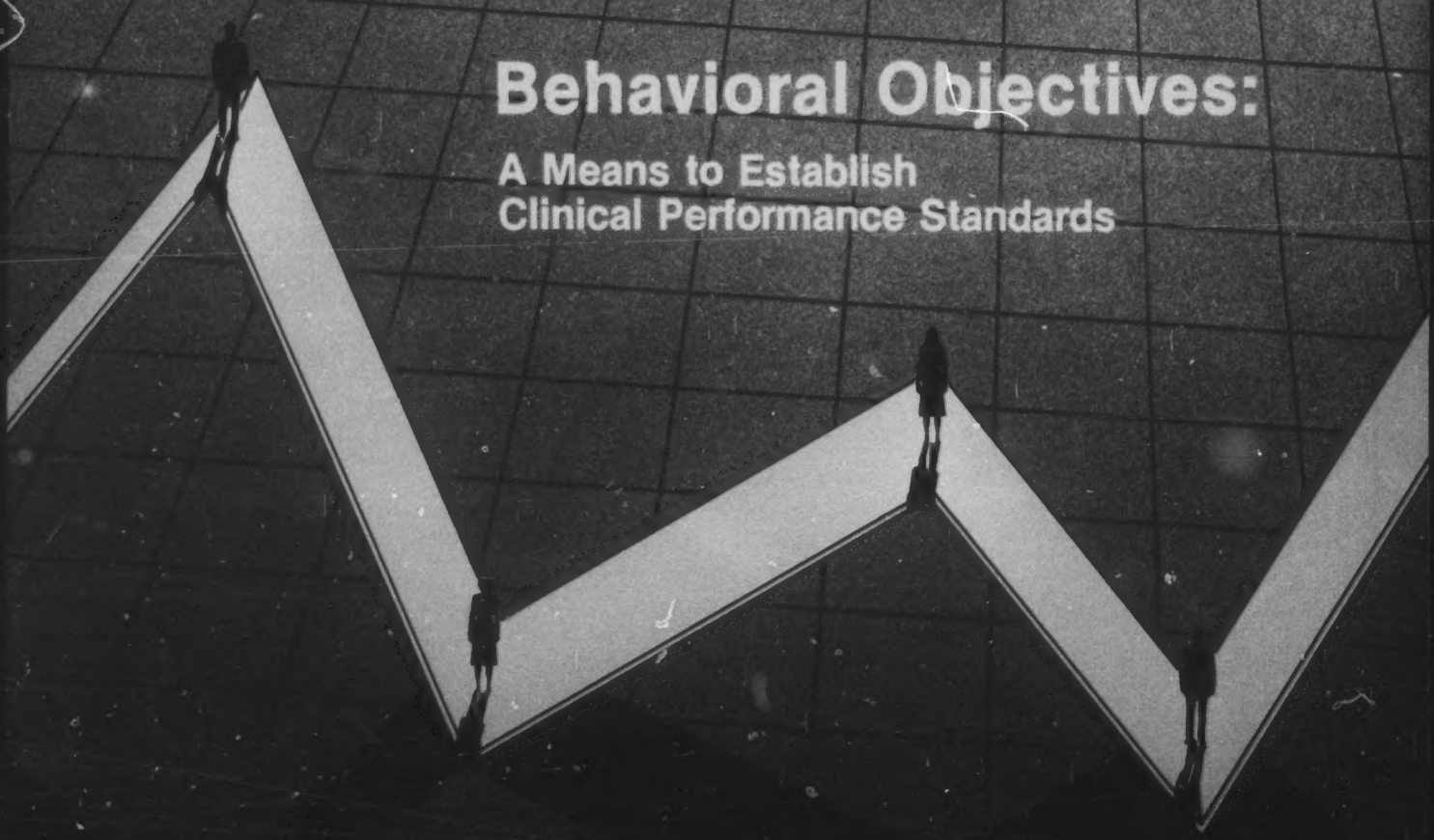
JOURNAL OF OPTOMETRIC EDUCATION

Behavioral Objectives:

A Means to Establish Clinical Performance Standards



ALSO: ANNUAL SURVEY OF OPTOMETRIC EDUCATIONAL INSTITUTIONS, 1981-1982

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Table of Contents
Fall, 1982
Volume 8, Number 2

JOURNAL OF OPTOMETRIC EDUCATION

Official Publication of the Association of Schools and Colleges of Optometry

Behavioral Objectives: A Means to Establish Profession-Wide Clinical Performance Standards
Paul Abplanalp, O.D., Ph.D.
The need for a uniform set of standards within the profession prompts this discussion of behavioral objectives—their utility, advantages and some of the criticisms encountered in compiling behavioral goals. **6**

A Mini-Course on Patient Communication for Optometry Students
Edward S. Bennett, O.D.
A four-week course in interpersonal skills helps students develop a self-awareness of handling patients and the various problems they routinely may face in a modern optometric practice. **10**

Orientation of the New Optometry Student through Clinical Case Presentation
Kenneth E. Brookman, O.D., Ph.D.
"Your First Patient" is a new segment of the Southern California College of Optometry orientation program which is designed to immediately involve the new optometry student in the practice of optometry. **20**

COVD: A Full Scope Optometric Care Organization
Martin Kane, O.D.
Dedicated to a commitment to comprehensive functional eye care, the College of Optometrists in Vision Development (COVD) fills an important need in optometry. **22**

Annual Survey of Optometric Educational Institutions, 1981-82
This annual summary of the Council on Optometric Education report provides data regarding student enrollment, financial aid and student expenditures for the academic year 1981-82. **24**

DEPARTMENTS

Editorial: "Producing Competent Clinicians: The Role of Behavioral Objectives"
Felix M. Barker, II, O.D., M.S. **4**

Newsampler **5**

NEI Report: "Laser Therapy Effective in SMD Treatment" **19**

Positions Available **31**

Cover design and graphics by Jim Lengyel, Graphics in General
Typesetting: Bobbie Peters Graphics

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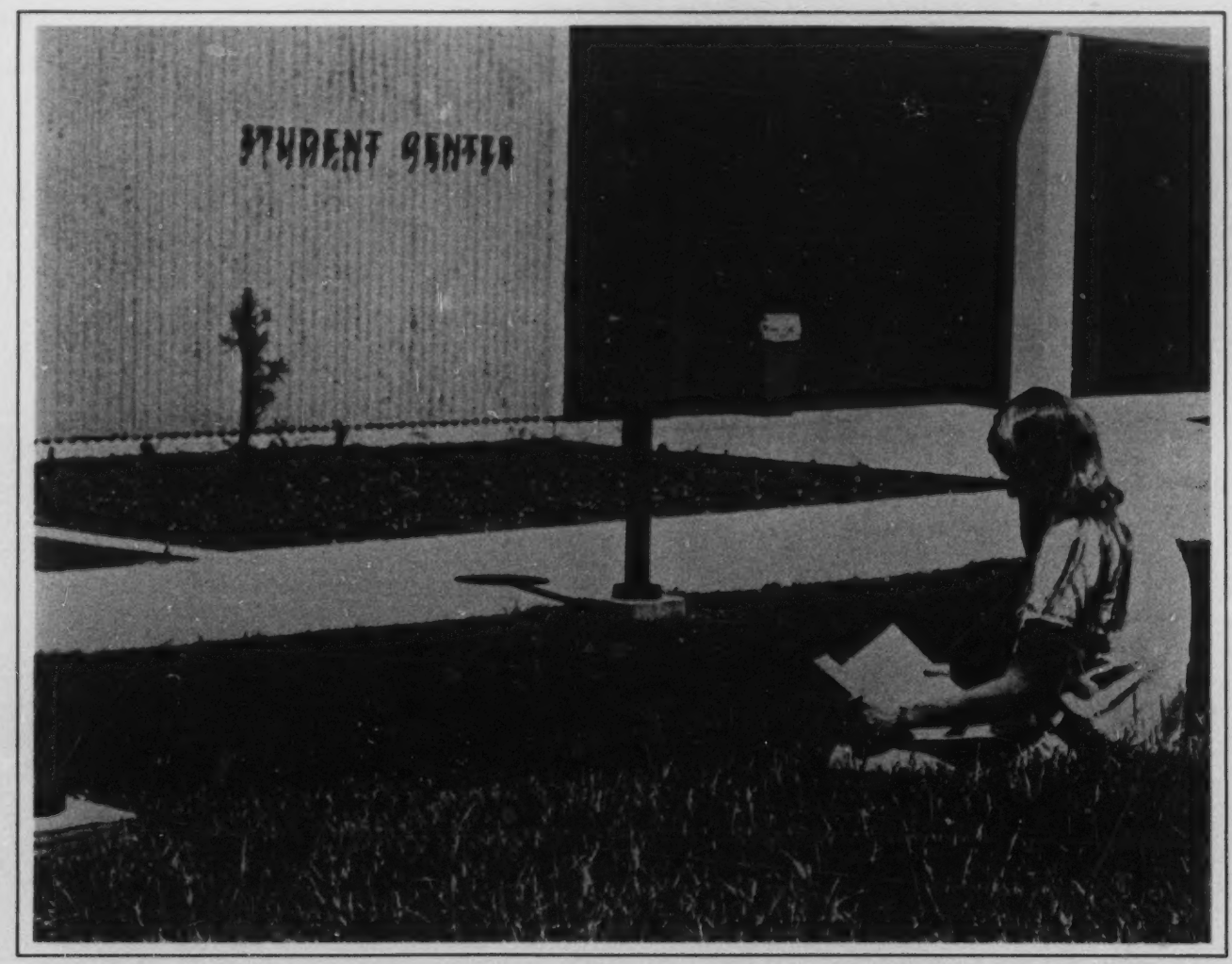
Annual Survey of Optometric Educational Institutions 1981-1982

The following is a summary of portions of the 1981-82 Annual Survey of Optometric Educational Institutions which is conducted by the American Optometric Association Council on Optometric Education. The accompanying tables highlight information on student enrollment, academic achievement, financial aid and student expenditures for the year 1981-82. This report is published as an annual feature of JOE.



Note: This survey does not include three new schools of optometry: Northeastern State University, Tahlequah, Oklahoma; Inter American University of Puerto Rico, San Juan; and the University of Missouri-St. Louis. Data for these three schools is being collected, and it is anticipated that these schools will be included in future surveys.

Student Enrollment

Total student enrollment for the academic year 1981-82 was 4,541. This represented an increase of less than 1% (.02%) over the previous year's enrollment of 4,540. First-year students totaled 1,162. This represented slightly more than a 1% (1.02%) decline from the previous year's 1,174.

Female enrollment increased by 9.3% to 1,077 students in 1981-82 from 985 in 1980-81, and women represented 23.7% of the total enrollment. A little more than one-quarter (26.7%) or 310 students of the entering class in 1981-82 was women, compared to 25% or 297 students in 1980-81. This represented an increase of close to 4.4%.

Minority enrollment accounted for 10.66% (484 students) of the student body in 1981-82 compared to 9.52% in 1980-81. This represented an increase of 12% over the previous year and, for the second year in a row, topped the highest percentage of 8.9% (346 students) of the student body recorded in 1975-76. This year's increase in minority enrollment indicated a continuing climb in minority enrollment as the number had increased by 9.4% from 395 students in 1979-80 to 432 students in 1980-81.

Women accounted for 34.9% (169 students) of minority enrollment in 1981-82, compared to 36.3% in 1980-81. Of minorities enrolled, 12% were Black American, 20% Spanish surname, 2% native American Indian, 58% Asian American, and 8% foreign nationals.

Academic Achievement

More than two-thirds of the entering class in 1981-82, 69.7% or 806 students, had four or more years of prior college work before entering optometry school. The majority of this class, 62.7% or 725 students, had a baccalaureate or higher degree, whereas only 7% or 81 students were reported having 4+ years of prior college work. While the total number of first year students dropped by slightly more than 1%, as reported above, the number of entering students having four or more years of college also declined by 6.2% from the previous year's total of 859 (73.5% of the entering class); in addition, the number of students having a baccalaureate or higher degree decreased by 6.2% from 1980-81's total of 773 students (66% of the entering class).

Of the remaining first year students, 6.9% had 2+ years of prior college work, and 23.4% had 3+ years.

The mean grade point average for entering students in 1981-82 declined to 3.19 from 3.28 in 1980-81. Thirteen of the sixteen U.S. optometric educational institutions had mean grade point averages of 3.0 or better, and nine of these institutions had mean grade point averages of 3.25 or better. These grade point averages were based on a total of 1,244 entering students reported in *Information for Applicants to Schools and Colleges of Optometry*, Fall, 1983, published by the American Optometric Association in cooperation with the Association of Schools and Colleges of Optometry.

Financial Aid

The amount of aid granted through institutions other than loans** for the academic year 1981-82 was $3,601,258. This amount increased more than 100% (143.9%) over the previous year's total of $1,476,539. The federal share of aid excluding loans amounted to 57% or $2,051,932 while the state share of aid was 32% or $1,146,912. The federal share of aid also increased more than 100% (183.2%) over 1980-81's share of $724,515, while the state share of aid increased by 80% over 1980-81's $637,126.

The total dollar amount of loans granted through institutions in 1981-82 was $11,625,494. This represented an increase of 15.2% over 1980-81's total of $10,088,580. Of the total, 59% or $6,879,858 came from federal sources creating a decrease of 12.3% over 1980-81's share of $7,844,533.

Student Expenditures

Annual student expenditures for tuition, fees, books, supplies, and other costs excluding living expenses ranged from $1,704 to $5,462 for residents and $4,501 to $9,461 for non-residents in 1981-82. If no distinction was made between residents and non-residents at a given institution, expenditures were reported in the non-resident column only. The mean average expenditure for costs other than room and board was $4,063 for residents and $6,926 for non-residents. These represented increases of 16.9% and 18.8% over the 1980-81 mean costs of $3,474 and $5,829 for residents and non-residents, respectively.

The average expenditures for room and board in 1980-81 ranged from $1,845 to $5,481. The mean average expenditure was $2,963. This represented an increase of 2.8% over the previous year's $2,882.

Taken altogether, the mean average cost of education for an optometry student in 1981-82 totaled $7,026 for residents and $9,889 for non-residents. These represented increases of 10.5% and 13.5%, respectively, over the costs of $6,356 and $8,711 in 1980-81. □

Information for Applicants to Schools and Colleges of Optometry, Fall, 1983. St. Louis, Missouri: American Optometric Association. No explanation can be given for the discrepancy in numbers of first-year students reported in this booklet and the COE Annual Survey of Optometric Educational Institutions.

**Includes scholarships, fellowships, grants in aid, etc.

The following abbreviations have been used in the accompanying tables.

Schools

FSC	—	Ferris State College
IAU	—	Inter American University of Puerto Rico
ICO	—	Illinois College of Optometry
IU	—	Indiana University
NECO	—	New England College of Optometry
NESU	—	Northeastern State University
PU	—	Pacific University
PCO	—	Pennsylvania College of Optometry

Erratum

Annual survey of optometric educational institutions, 1980-81. J Optom Educ 1982 Wtr; 7(3): 22-27. *Page 27*: The number of students listed under table of "Permanent Residence" enrolled at NECO (New England College of Optometry) from CT (Connecticut) is incorrect. The correct number is 39 rather than 3.

SCCO — Southern California College of Optometry
SCO — Southern College of Optometry
SUNY — State University of New York
TOSU — The Ohio State University
UAB — University of Alabama in Birmingham
UCB — University of California, Berkeley
UMSL — University of Missouri St. Louis
UH — University of Houston

Provinces and Territories

CZ — Canal Zone
PR — Puerto Rico
USP — U.S. Possessions
ALB — Alberta
BC — British Columbia
MAN — Manitoba
NB — New Brunswick
NF — Newfoundland
NS — Nova Scotia
ONT — Ontario
PEI — Prince Edward Island
QUE — Quebec
SAS — Saskatchewan
CAN.TER. — Canadian Territories
O.COUN. — Other Countries

Profile of 1981 Entering Class

Grade Point Averages (4.0 Scale)

	High	Low	Mean	Number of Students
FSC	N/A	N/A	3.38	32
IAU	3.92	2.08	2.82	32
ICO	N/A	N/A	3.05	154
IU	N/A	N/A	3.40	69
NECO	3.87	2.54	3.29	96
NESU	3.91	2.65	3.21	27
PCO	3.97	2.50	3.09	150
PU	3.95	2.49	3.19	85
SCCO	3.96	2.90	3.30	97
SCO	3.97	2.16	2.90	136
SUNY	3.95	2.50	3.36	64
TOSU	3.95	2.85	3.38	60
UAB	4.00	2.35	3.25	40
UCB	3.91	2.40	3.26	70
UMSL	3.90	2.00	2.80	31
UH	4.00	2.69	3.34	101
TOTAL			3.19	1,244

SOURCE: *Information for Applicants to Schools and Colleges of Optometry, Fa.., 1983*, St. Louis, Mo.: American Optometric Association.

N/A—Not Available

1981-82 Annual Survey of Optometric Educational Institutions

Number of First Year Students Enrolled with:

	2+ Yrs.	3+ Yrs.	4+ Yrs.	B.A., B.S.	M.A., M.S.	Ph.D.	TOTAL
FSC	7	11	6	7	1		32
ICO	16	48	25	62	2		153
IU	15	19	2	32	1	1	70
NECO		9		87		2	98
PCO		15		132	3		150
PU	6	31	21	26	1		85
SCCO	3	18	9	66	1		97
SCO	15	24	12	82	3		136
SUNY		3		57	4		64
TOSU	12	24	4	20			60
UAB		6	2	31		1	40
UCB		31		37	2		70
UH	6	32		59	5		102
U.S. TOTALS	80	271	81	698	23	4	1,157

1981-82 Annual Survey of Optometric Educational Institutions

Full-Time Students Enrolled in the Professional Degree Program

	First Year		Second Year		Third Year		Fourth Year		TOTALS		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
FSC	25	7	26	5	24	8	27	3	102	23	125
ICO	124	29	128	23	123	25	129	22	504	99	603
IU	44	26	44	25	48	20	45	20	181	91	272
NECO	65	33	55	30	60	20	70	29	250	112	362
PCO	112	41	110	39	119	26	108	28	449	134	583
PU	72	14	67	17	66	19	63	17	268	67	335
SCCO	67	30	70	25	67	23	68	19	272	97	369
SCO	119	18	130	19	123	23	125	7	497	67	564
SUNY	38	26	38	27	45	20	48	20	169	93	262
TOSU	46	14	45	15	45	13	45	13	181	55	236
UAB	26	14	26	16	29	8	30	7	111	45	156
UCB	46	24	43	27	49	18	52	18	190	87	277
UH	68	34	67	26	76	26	79	21	290	107	397
U.S. TOTALS	852	310	849	294	874	249	889	224	3,464	1,077	4,541

1981-82 Annual Survey of Optometric Educational Institutions

Minority Group Students Enrolled

	Black American		Spanish Surname		Native American Ind.		Asian Amer.		Foreign Nationals		TOTALS			% of Student
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	body
FSC	3	1					1				4	1	5	4.00
ICO	1	3	6				18	8	1		26	11	37	6.14
IU	4	4	5	1		1	2	2	3		14	8	22	8.09
NECO	2	1	4	4			7	4	3	3	16	12	28	7.73
PCO	2	6	4	4			11	9	2	1	19	20	39	6.69
PU	1		3	1	1		33	11	3	3	41	15	56	16.72
SCCO	4	1	11	5	1		40	22	2		58	28	86	23.31
SCO	4	2	4		1		11	1	3	1	23	4	27	4.79
SUNY	2	1	3	5			4	5			9	11	20	7.63
TOSU		1						1				2	2	0.85
UAB	3	3		1				1			3	5	8	5.13
UCB	1	4	16	2	1	1	46	29			64	36	100	36.10
UH	2	1	16	3	2	1	8	9	10	2	38	16	54	13.60
U.S. TOTALS	29	28	72	26	6	3	181	102	27	10	315	169	484	10.66

1981-82 Annual Survey of Optometric Educational Institutions

	Financial Aid Granted Through Institutions Excluding Loans							Student Loans Granted through Institutions					
	Percentage of Students Receiving Aid				Amount			Percentage of Students Receiving Loans				Amount	
	1st Year	2nd Year	3rd Year	4th Year	Total	Federal	State	1st Year	2nd Year	3rd Year	4th Year	Total	Federal
FSC	34	13	23	20	$ 36,301	$ 13,803	$ 22,498	81	72	90	64	$ 299,468	$ 110,815
ICO	15	24	20	12	249,467	196,067	35,557	94	86	87	80	3,278,281	3,273,581
IU	1	1	1	1	9,000	1,200		——NOT AVAILABLE——					
NECO	43	23	9	14	514,018	357,614	122,732	52	28	24	21	297,163	297,163
PCO	11	19	22	26	1,344,073	996,388	63,036	98	79	70	66	2,864,707	416,460
PU	39	56	43	46	413,212	18,626	384,586	41	37	40	43	334,000	334,000
SCCO	35	41	69	74	585,706	158,203	427,503	84	80	91	74	1,989,810	929,457
SCO	0	0	0	0	——NOT APPLICABLE——			27	23	31	33	712,283	* 492,850
SUNY	20	20	20	20	100,000	40,000	45,000	60	65	70	75	870,000	60,000
TOSU	15	32	44	36	38,195	8,645		30	28	34	24	155,150	154,650
UAB	8	0	3	0	16,850	16,000		85	90	75	68	699,632	699,632
UCB	1	1	1	1	4,000		1,000	25	35	41	20	125,000	111,250
UH	18	24	25	26	290,436	245,436	45,000	——NOT AVAILABLE——					
U.S. TOTALS					$3,601,258	$2,051,982	$1,146,912					$11,625,494	$6,879,858

*Excludes $2,329,250 in Guaranteed Student Loans received by SCO students from private lenders for the 1980-81 year.

1981-82 Annual Survey of Optometric Educational Institutions

Annual Student Expenditures

	Resident Expenditures					Non-Resident Expenditures					Average Room & Board Expenditures
	1st Year	2nd Year	3rd Year	4th Year	Average	1st Year	2nd Year	3rd Year	4th Year	Average	
FSC	$5,641	$4,035	$3,791	$3,836	$4,323	$7,390	$5,816	$5,573	$5,996	$6,194	$2,067
ICO						7,545	7,000	6,770	7,202	7,129	2,780
IU	3,000	4,415	3,900	2,500	3,454	5,771	7,866	6,671	5,027	6,334	1,850
NECO						10,067	9,632	7,527	6,512	8,435	5,481
PCO						9,291	9,301	8,925	8,985	9,128	1,845
PU						8,670	7,370	7,070	6,720	7,458	2,150
SCCO						7,101	6,299	6,167	5,837	6,351	3,112
SCO	6,590	6,078	4,675	4,504	5,462	10,590	10,078	8,675	8,504	9,461	3,551
SUNY	5,855	5,355	4,855	4,355	5,105	7,855	7,355	6,855	6,355	7,105	4,580
TOSU	4,761	4,914	4,812	4,638	4,781	7,761	7,914	7,812	7,638	7,781	2,271
UAB	3,113	3,590	4,120	2,379	3,301	4,313	4,790	5,320	3,579	4,501	3,071
UCB	2,431	1,331	1,621	1,431	1,704	5,311	4,211	4,501	4,311	4,584	2,500*
UH	5,918	4,059	3,313	4,210	4,375	7,110	5,259	4,513	5,410	5,573	3,256

*Double occupancy

1981-82 Annual Survey of Optometric Educational Institutions

Permanent Residence

	FSC	ICO	IU	NECO	PCO	PU	SCCO	SCO	SUNY	TOSU	UAB	UC	UH	Total
AL							1	1			100			102
AK						3	1					1		5
AZ		1		2	2	8	15	2						30
AR							1	29					16	46
CA		30	5	14	13	38	147	9				246	1	503
CO		3	2		1	15	15	5				2		43
CT		5		47	6			3						61
DE					7		1	2						10
DC														0
FL		16	6	11	1	3	11	60	1			1	25	135
GA			2					43			11		1	57
HI		6		1	1	27	19	1				2		57
ID		3	1			16	7					1	1	29
IL		177	7	5	2	1	1	9				1	3	206
IN		9	160	1				2					1	173
IA		44	5			6	13	3						71
KS						1	1	14					25	41
KY			1				1	32			7		18	59
LA			1					26			3		33	63
ME				27	4			1				1		33
MD		12	3	4	45		1	20			7	2	4	98
MA		3	1	123	16			3				1		147
MI	125	71	6	2	2		1	7					2	216
MN		23	6	2	2	16	13	1		10			1	74
MS								26			5		7	38
MO		3	5			2	8	7	1					26
MT						10	13					1		24
NE		1	8				1	7		17			17	51
NV					1	7	12	3						23
NH		1		9		1								11
NJ		4	2	23	73	1	1	5	10			2		121
NM		1	1			4	5	1				1	12	25
NY		59	5	46	56	3		9	243			6	5	432
NC					39			54			8		7	108
ND		6				13	13	1		4				37
OH		19	4		4	1		6		205		2		241
OK		1	2				3	14					12	32
OR		1				52	6					1		60
PA		23	4	10	245			8	5				2	297
RI				17			1	2						20
SC		1	1	1				27			8			38
SD		6	1			10	10	2						29
TN		1	1	1	1	2		71						77
TX		1	1		1			4					190	197
UT		3				15	20	3					1	42
VT			1	5			2	1	1					10
VA				1	41		1	10			7			60
WA		2				53	6	3				1		65
WV		9		2	12			17						40
WI		57	27	1	1	10	8	5				3	1	113
WY						8	8							16
CZ														0
PR				3	4			1				1	1	10
USP														0
ALB						2								2
BC						1								1
MAN														0
NB														0
NF														0
NS														0
ONT						1							3	4
PEI														0
QUE														0
SAS														0
CAN.TER.						1			1					2
O.COUN.		1	3	4	3	4	2	4				1	8	30
TOTAL	125	603	272	362	583	335	369	564	262	236	156	277	397	4541

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Winter 1983

JOURNAL OF OPTOMETRIC EDUCATION

Developing The Model Contact Lens Curriculum

ALSO:

- The Use of Non-Print Media in Continuing Education Programs
- Analysis of Optometric Practices in Ohio
- Good Teaching—A Rewardable Feat
- A Computer Assisted Method for Analyzing Curriculum Content

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ISSN 0098-6917

Table of Contents
Winter, 1983
Volume 8, Number 3

JOURNAL OF OPTOMETRIC EDUCATION

Official Publication of the Association of Schools and Colleges of Optometry

Developing the Model Contact Lens Curriculum
Edward S. Bennett, O.D., M.S.Ed., and P. Sarita Soni, O.D., M.S.
The authors look at the contact lens curriculum in U.S. and Canadian schools of optometry and suggest what a "model" contact lens curriculum may contain. **8**

The Use of Non-Print Media in Continuing Education Programs
Dan F. Johnson, M.A.
The amounts of use, kinds of use and reasons for use of non-print instructional media in continuing education programs in American schools of optometry is explored. **12**

Analysis of Optometric Practices in Ohio
Arol Augsburger, O.D., M.S.
A survey of Ohio optometric practices indicates minimal regional variations in various facets of practice compared to previous studies done in rural Alabama. **16**

Good Teaching—A Rewardable Feat
Paul H. Abplanalp, O.D., Ph.D., and William R. Baldwin, O.D., Ph.D.
Good teaching is just as important as good research—the authors describe a method to improve teaching performance evaluation and the means to encourage innovative teaching methods and aids. **19**

A Computer Assisted Method for Analyzing Curriculum Content
Richard D. Septon, O.D., M.S.
A comprehensive study of curriculum content at Pacific University College of Optometry has application for use at other optometric institutions. **24**

DEPARTMENTS

Editorial: "Health Care: A Profession or a Business?" *The Rev. Kevin D. O'Rourke, O.P.* **4**

Newsampler **6**

"Keeping Up with People" **7**

Abstracts **23**

Book Review **30**

"ASCO Sustaining Member Section Underway" **31**

Special thanks and appreciation is extended to Dr. Barry Ephraim for his loan of the contact lenses photographed on this cover.

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The Use of Non-Print Media in Continuing Education Programs

Dan F. Johnson, M.A.

Over the past several years there has been an accelerated expansion of continuing optometric education programs offered by schools, colleges, associations, and industry. At the same time, non-print instructional technology has reached new heights of sophistication. The purpose of this paper is to reveal the amount of use, the kinds of use, and some indication as to the reasons for use of non-print instructional media in continuing education programs of American academic institutions of optometry.

Over the past several years there has been an apparent accelerated expansion of continuing optometric education programs offered by schools, colleges, associations, and industry. This has been due in part to mandatory continuing optometric education requirements for relicensure by the various forty-eight states that offer continuing education. Also, the exponential growth of knowledge in optometric science accounts for a greater emphasis on continuing education. At the same time, non-print instructional media technology has reached new heights of sophistication.

Because little information seems to exist as to the use of non-print instructional media (NPIM) in continuing optometric education programs of American schools and colleges, a survey was administered to the fifteen optometric academic institutions in the United States to determine a utilization profile. This profile was intended to indicate trends across the nation. Since this study is descriptive in nature, it therefore leaves much room for further research that might explain in greater detail the dynamics of the topic.

The survey instrument was mailed to the directors of continuing education or the senior academic administrators of the institutions in May of 1981. By July of 1981, replies had been received from all fifteen institutions. The results revealed amounts, kinds of use, and some reasons for use of non-print media in continuing optometric education programs. Also the profile touched upon such related areas as licensure requirements, testing procedures in continuing optometric education, and methods of instruction. The following composite profile presented in this paper was developed to provide a general indication of utilization of non-print media in continuing optometric education programs of the fifteen academic institutions.

As was assumed at the outset of the study, non-print instructional media are in use in the continuing education programs of the American academic institutions of optometry. Beyond that assumption, utilization was found in most subject areas. A wide variety of both simple tradi-

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tional as well as highly sophisticated contemporary media is used.

One medium is very conspicuous in its total absence of use, and that is the computer. No particular reason was revealed in the survey for this finding. One can only assume that the resources of hardware, or software, or expertise in using computers are either limited or untapped. Perhaps the computer is an instructional medium that may soon find its place in continuing optometric education.

All of the respondents that offered continuing education produced some non-print media in-house, which indicates a commitment to utilization of the media. This is also a strong reason for continued use.

The three most used and popular media were photographic slides, chalkboards and overhead transparencies. The traditional lecture is the most common method of instruction and photographic slides are the top foremost used medium for the lecture in continuing optometric education. The use of self-study instructional packages in continuing optometric education has not yet been generally pursued by the optometric institutions. An update of question number eight in the profile indicates that twenty states currently accept self-study media packages for continuing education re-licensure credits. This trend could continue to have impact on continuing education.

In general, a commitment to continuing optometric education and the use of non-print media exists. With this commitment, continuing education could go a long way toward providing current information on techniques and technologies of the profession. An expanded and coordinated utilization of non-print media could provide a vehicle to distribute continuing optometric education to a greater number of hard-to-reach practitioners. Inspiration and innovation in continuing education presents a continuing challenge, but one that undoubtedly will be met and thus produce favorable results for all of optometry. □

COMPOSITE PROFILE OF UTILIZATION OF NPIM IN CONTINUING EDUCATION PROGRAMS IN AMERICAN SCHOOLS AND COLLEGES OF OPTOMETRY

1. Does your state board of optometry require continuing optometric education for relicensure of optometrists?

Yes:	80%	80% of host state boards of optometry require continuing optometric education for relicensure.
No:	20%	
	100%	
	(15)	

Clock hours required per year.

6-10:	25%	A range of 6 to 25 clock hours are required per year.
11-15:	67%	
16-25:	8%	
	100%	
	(12)	

2. Does your school or college offer continuing optometric education courses?

Yes:	86%	86% of the schools and colleges of optometry offered continuing optometric education. Three institutions offered continuing optometric education in states that do not require it. Two institutions did not offer continuing optometric education even though their state required continuing optometric education for relicensure.
No:	14%	
	100%	
	(15)	

Number of clock hours of continuing optometric education offered in the last 12 months.

6-10:	8%	A range of 6 to greater than 25 clock hours was offered. Eighty percent of the schools and colleges offered continuing optometric education clock hours equal to or greater than that required by their host state.
11-15:	23%	
16-25:	8%	
> 25:	61%	
	100%	
	(13)	

3. Have non-print instructional media been used in your institution's program for continuing optometric education?

Yes:	100%	All of the schools and colleges of optometry that offered continuing optometric education in the last 12 months used NPIM.
No:	——	
	100%	
	(13)	

4. What non-print media have been used in your continuing optometric education program?

Closed-circuit video, video tapes, audio tapes, motion picture films, photographic slides, paper photos, overhead transparencies, models, and chalk or marker boards have been used by the thirteen schools and colleges offering continuing optometric education. Photographic slides and overhead transparencies were the most popular media used.

5. What is the order of most to least used non-print media in your continuing optometric education program?

Most . . . . . Photographic slide
2 . . . . . Chalk or marker board
3 . . . . . Overhead transparency
4 . . . . . Video tape
5 . . . . . Motion picture film
6 . . . . . Closed-circuit video
7 . . . . . Audio tape
8 . . . . . Paper photo
Least . . . . . Model

6. What subject areas in your continuing optometric education program have used non-print media?

Subject areas	*Number of respondents that use NPIM*
Aniseikonia	1
Anatomy	5
Contact lenses	12
Exam techinques	6
Low vision	9
Optics	2
Orthoptics	6
Pathology	11
Perceptual motor skills	8
Pharmacology	10
Practice management	2
Strabismus	8
Vision in school/industry	3

7. Who determines the use of non-print media in your continuing optometric education program?

College or school continuing optometric education administrator	8%
Individual instructor	92%
Professional optometric association	——
State board of optometry	——
Faculty curriculum committee	——
Other	——
	100%

Two institutions indicated that the continuing optometric education administrator and the individual instructor made a joint decision.

8. Does your state board of optometry recognize the use of self-study instructional materials for continuing optometric education credit toward relicensure?

Yes:	15%	One state was in the process of adopting a law that would recognize self-study instructional materials with continuing optometric education credit toward relicensure.
No:	85%	
	100%	
	(13)	

Only audio tapes have been used by one institution in self-study instructional packages in continuing optometric education programs.

9. What types of non-print media continuing optometric education materials have been produced at your institution?

Audio tapes	Filmstrips
Video tapes	Overhead transparencies
Photographic slides	Models
Paper photographs	Other (Non-photographic slides)

All thirteen responding institutions have produced some non-print media continuing optometric materials. The three most popularly produced media are overhead transparencies (12), photographic slides (11), and video tapes (8).

10. What is the most often used format of instruction in your continuing optometric education program?

Seminar	— —	The traditional lecture is still the most popular method of instruction.
Workshops	8%	
Lectures	92%	
Clinic/simulation	— —	
Other	— —	
	100%	
	(13)	

11. Is learning measured by means of tests administered in the individual courses in your continuing optometric education program?

Yes in all cases:	8%	Testing in continuing optometric education is not required by any of the state boards of optometry.
Sometimes:	69%	
No:	23%	
	100%	
	(13)	

12. An optometrist should be required to pass a test administered by the individual continuing optometric education instructor before being awarded credit toward relicensure.

Strongly agree	8%	While more respondents agree than disagree, there is a significant number still undecided on the question.
Agree	45%	
Undecided	30%	
Disagree	8%	
Strongly disagree	8%	
	100%	
	(13)	

13. Why are or are not non-print media used in your continuing optometric education program?

The three most frequent answers for use were:
1. To expand the range of experiences.
2. To motivate learner interest.
3. To present information in a form that is easily perceived.

Only one respondent indicated a reason for non-use which was: no monetary incentive to use NPIM.

14. What is the anticipated usage of non-print media in your continuing optometric education program for the next five years?

More:	54%	This reflects a healthy figure for the utilization of NPIM in continuing optometric education.
Same:	45%	
Less:	— —	
	100%	
	(15)	

15. All American colleges and schools of optometry should offer continuing optometric education courses.

Strongly agree	40%	Most respondents agreed that it is the responsibility of all schools and colleges of optometry to offer continuing optometric education.
Agree	40%	
Undecided	— —	
Disagree	20%	
Strongly disagree	— —	
	100%	
	(15)	